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ABSTRACT

This manual describes a systematic process for conducting an educational needs assessment at the building level which includes suggestions for the formation of an advisory group and the use of two Likert Scale surveys. The advisory group is composed of parents, students, and educators; this group carries out the tasks of understanding, planning, implementing, and reporting in relation to needs. A suggested timetable is presented for the needs assessment process; the steps include choosing a sample population for the surveys, drafting a letter requesting survey group participation in the study, developing and revising the Likert surveys based on models in the manual, sending letters and surveys home with students, collecting data for computer analysis, assessing the most significant needs, and reporting results to survey groups and other interested parties. Besides models for the two Likert Scale Surveys, the manual includes a letter introducing the needs assessment to the survey group, a Discrepancy Analysis Survey, a Known Fact Survey, and a diagram representing the needs assessment model. (FWR)

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Educational Needs Assessment: A Practical Model for the Overworked Middle School Principal

by

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EA 016 954

Educational Needs Assessment:
A Practical Model for the
Overworked Middle School Principal

This manual describes a systematic process for conducting an educational needs assessment at the building level. The needs assessment model is systematic because it provides specifically for the two dimensions of needs assessment--human and process. To implement the model, the building principal must select an advisory group (Community Council) from among parents, students, and educators of the school. These persons must then assume the functions necessary to carry out the needs assessment process--understanding, planning, implementing, and reporting needs. To accomplish this end, they utilize two Likert Scale surveys, a discrepancy analysis survey, and a known fact survey.

This needs assessment model was developed specifically for a small, rural middle school of relatively meager financial resources. It has been field tested over a four year period and revised appropriately. With minor modifications it could be adapted for other settings.

Introduction

This manual describes a systematic process for conducting an educational needs assessment at the building level. The needs assessment model is systematic because it provides specifically for the two dimensions of needs assessment --human and process. To implement the model, the building principal must select an advisory group (Community Council) from among parents, students, and educators of the school. These persons must then assume the functions necessary to carry out the needs assessment process--understanding, planning, implementing, and reporting needs. To accomplish this end, they utilize two Likert Scale surveys, a discrepancy analysis survey, and a known fact survey.

This model follows and, as such, further validates the steps for needs assessment outlined by Kaufman and English (1975):

1. initial development of organizational goals.
2. validation of organizational goals.
3. establishment of parameters for prioritizing organizational goals.
4. making organizational goals measurable.
5. assessing current means toward achieving current goals.
6. developing comprehensive statements of accomplishments and future directions.

The model requires a significant amount of time and effort to develop, implement, and analyze surveys, but it is practical. It was designed and implemented in a rural middle school with average or below average monetary resources. No one in that district was assigned curriculum planning duties, and no one other than the principal was skilled in needs assessment techniques. The principal led the needs assessment effort. Survey instruments were printed on the school's mimeograph equipment. Mailing costs were eliminated by having students deliver parents' surveys to and from school.

However, certain precautions should be taken to assure a successful needs assessment. First, the planning phase should take place during the school year rather than during the summer. Summer meetings are poorly attended, a problem which causes added work to assure input from all Community Council members. Second, the implementation phase should begin after the second week of school, and all activities should be completed prior to the last month of school. These periods are fraught with too many factors which compete for the time necessary to conduct the needs assessment. Finally, Community Council membership seems most effective when it adheres to the following pattern:

5 classroom teachers
1 guidance counselor
1 or 2 administrators
6 parents
2 students

A realistic time-table for the needs assessment process follows:

1. October 8: Council members are prepared for conducting the needs assessment by discussing terms and concepts.

2. October 25: Council begins planning the needs assessment by choosing a sample population, drafting a letter requesting survey group participation in the study, and developing the first Likert Survey.

3. November 10: Council continues planning by revising the First Likert Survey and developing the discrepancy analysis survey.

4. November 17: Council completes the planning phase by revising the discrepancy analysis and developing the Second Likert and Known Fact surveys.

5. January 5: Council begins the implementation phase by sending a letter to parents requesting their participation in the study.

6. January 19: First Likert Scale Survey is sent to survey groups.

7. January 26: The discrepancy analysis is administered to all survey groups.

8. February 2: The Second Likert Scale Survey is administered to all survey groups.

9. February 9: The Known Fact Survey is administered to all survey groups.

10. March 1: Survey data is prepared for computer analysis.

11. April 1: Needs assessment results are sent to Council members.

12. April 8: Council analyzes the needs assessment data.

13. April 15: Council prioritizes the ten most significant needs.

14. April 20: Needs assessment results are reported to all survey groups and any other interested parties.

The following pages include the information presented to and developed by the McGuffey Middle School Community Council for the implementation of a reading/communication arts needs assessment. Inquiries regarding any information contained herein should be directed to:

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Goals of the Middle School

Each student should acquire:

1. a mastery of the use of words (and numbers).*
2. an understanding of himself/herself and an appreciation of his/her worthiness as a member of society.
3. an understanding and appreciation of persons belonging to other social, cultural, racial, and ethnic groups.
4. a positive attitude toward learning and school.
5. habits and attitudes of responsible citizenship.
6. good health habits and an understanding of how to maintain good physical, mental, and emotional health.
7. an ability to formulate original ideas.
8. an understanding of the world of work and his/her opportunities in the world of work.
9. an understanding of human achievements in art, science, etc.
10. an ability to adapt to his/her changing world.

*The numbers portion of this goal was deleted for the purposes of the reading/communication arts need assessment.

Needs Assessment
Reading/Communication Arts

General purpose: In order to plan an educational program we should determine the goals for the program and then identify areas where we are meeting those goals as well as areas where we are failing to meet the goals. Needs assessment is one method of identifying the gaps between our goals for a program and what is actually being accomplished by the program. For example, if we find that students are reading two grades below level when our goal is for them to be reading at or above grade level, we have identified an educational need. Based on this information, we can revise our reading program to meet those needs.

Objective: To assess needs in Middle School reading/communication arts by:

1. validating the reading/communication arts goal.
2. determining the priority of the reading/communication arts goal relative to the other nine middle school goals.
3. identifying student behaviors which will demonstrate accomplishment of the reading/communication arts goal.
4. evaluating the current reading/communication arts program in terms of the extent to which it is accomplishing the reading/communication arts goal.
5. stating reading/communication arts needs and possible future directions for the reading/communication arts program.

Definitions of needs assessment terms:

1. Need: a discrepancy between what is and what ought to be.
2. Needs assessment: a systematic process for determining gaps between what is and what ought to be.
3. Systematic: marked by thoroughness and regularity.
4. Goal: a general statement of what the school should be accomplishing.
5. End: an educational outcome or goal.
6. Means: a method or vehicle for achieving an end.

7. Planning: the process of preparing a set of decisions for action in the future, directed at achieving goals by preferable means.

8. System: a group of interacting bodies under the influence of related forces.

9. Organization Systems Network: a model for describing the educational system which comprises the public school.

10. Reading/communication Arts: that part of the instructional program which is directed toward reading, writing, listening, and speaking skills.

11. Community Council: an advisory committee to the middle school principal composed of parents, students, and educators.

12. Survey Groups: parents, students, and educators of the middle school who provide information for the needs assessment.

Reading/Communication Arts: Our first attempt to conduct a systematic needs assessment in the middle school will focus on reading/communication arts. During the 1979-80 school year all middle school students will receive formal reading/communication arts instruction in a regularly scheduled class five days per week. In addition, students who are reading slightly below grade level will receive supplemental reading instruction two days per week; students who are reading one to two years below grade level will receive supplemental reading instruction three days per week; and students who are reading two or more years below grade level will receive supplemental reading instruction five days per week with a regular reading teacher, a reading specialist, and an instructional aide.

It is the opinion of the Core Council (team leaders, guidance counselor, head teacher, and principal) that reading/communication arts instruction goes beyond the formal classroom, however. Every teacher utilizes reading/communication arts in his/her classroom and is, therefore, responsible to teach reading/communication arts as it applies to his/her subject area. Moreover, parents must share the responsibility of improving reading/communication arts skills by providing books and magazines at home and/or getting their children to a public library, etc. The student must also share the responsibility for improving his/her reading/communication arts skills by setting aside time to read and to communicate with persons outside the formal school setting. Our needs assessment will inviestigate how well this combined effort--parent,

student, teacher--is meeting our reading/communication arts goal.

Needs Assessment -- People and Process:

Needs assessment has two dimensions--a human dimension and a process dimension. The chart which follows is a model of needs assessment as we will attempt to apply it to our reading/communication arts program (Nevin, 1973).

The first part of this model represents the people who comprise the total school community--parents, students, and educators. The Community Council, in turn, represents each element of the total school community selected by the middle school principal. These two areas of the model represent the human dimension of needs assessment.

The process dimension consists of functions which the Community Council must assume in order to carry out the needs assessment and methods for collecting the needs assessment data.

This booklet along with our discussions and experiences throughout the needs assessment should help each Council member gain an understanding of the needs assessment process. Planning for the needs assessment will involve:

1. choosing a sample group of parents, students, and educators.

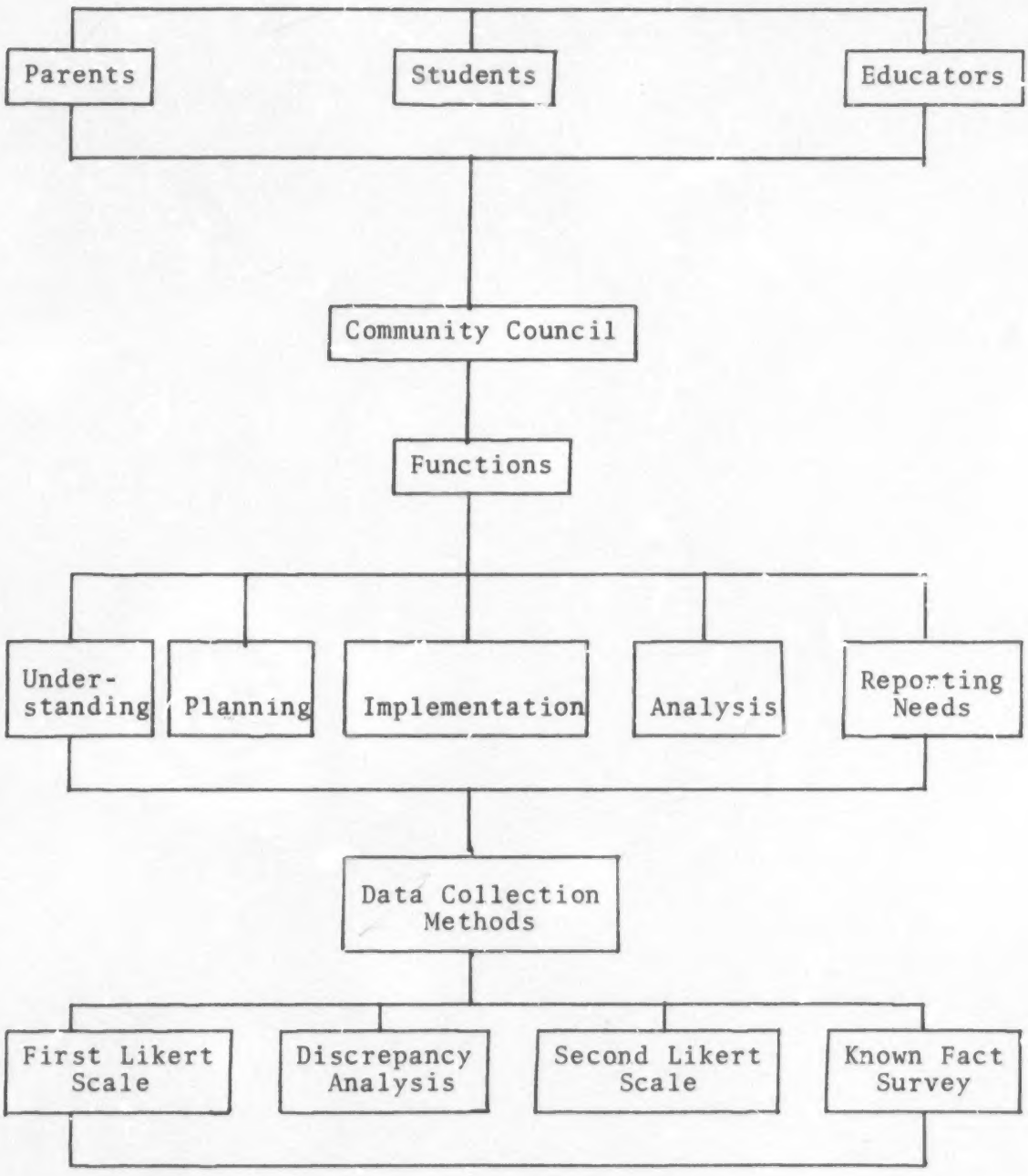
2. devising letters to the sample groups requesting their participation in the needs assessment.

3. developing survey items to validate the reading/communication arts toal and to determine the priority of the reading/communication arts goal relative to the other nine middle school goals (goals listed as Appendix A).

4. identifying student behaviors which will demonstrate accomplishment of the reading/communication arts goal.

5. developing a survey which will gain students, parents, and educators' perceptions of the extent to which students should be able to demonstrate those behaviors compared to the extent to which students are able to demonstrate those behaviors.

Needs Assessment Model



6. developing a survey to determine students, parents, and educators' perceptions of how effectively the school's organization systems network (to be discussed in next section) is functioning in regard to reading/communication arts.

7. developing a survey to determine what facts parents, students, and educators know about the middle school reading/communication arts program.

8. developing a strategy (including a time-table) for implementing the needs assessment.

Once the needs assessment has been planned, the Community Council will:

1. send a letter to each member of the sample group explaining the purpose of the needs assessment and requesting their participation in the study.
2. telephone persons who do not respond to the letter or who do not wish to participate in order to explain the process and seek their cooperation.
3. send surveys and accompanying letters according to the established time-table.

In order to analyze the survey results, the Community Council will:

1. study results of each survey to compare students, parents, and educators' responses.
2. determine the importance of the reading/communication arts goal compared to the other nine middle school goals.
3. determine where parents, students, and educators believe gaps exist between what the school should be accomplishing and what the school is accomplishing in reading/communication arts.
4. determine how much parents, students, and educators know about specific facts regarding/communication arts in the middle school.

Finally, Community Council members will report reading/communication arts needs and suggest possible future directions for the middle school reading/communication arts program. To do this, each council member will:

1. lists the ten most important reading/communications arts needs based on an analysis of survey results.
2. compare his/her list of needs to lists of other council members.
3. revise his/her original list if necessary.

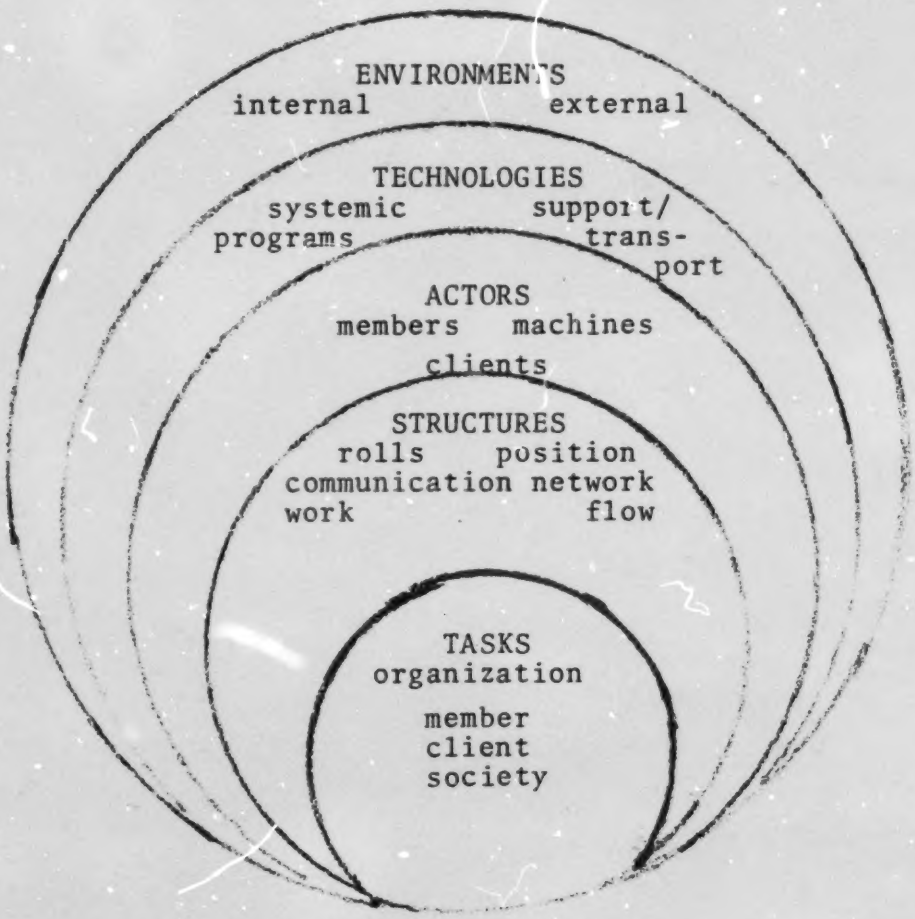
4. prioritize the ten needs which were most often listed by the total Council in step 3.

Organization Systems Network

As a means of structuring our needs assessment, we must determine the reading/communication arts program relates to various aspects of the middle school. A school is a system of related parts with various tasks to carry out. Because of these tasks, schools must develop roles for various people and methods for those people to communicate with one another Each person then uses various books and other educational materials in order to operate both within the school environment and in the community. The following chart is one way of depicting these aspects of a school (McGrath, 1972).

A model to organize our needs assessment:

Organization Systems Network



We will use the organization systems network to be sure that we examine ways in which various aspects of our middle school affect the reading/communication arts program. Keep this chart in mind as you begin to consider survey questions.

1. Tasks: what educators, students, & parents do to achieve the reading/communication arts goal.
   (a) To what extent have educators established what skills and concepts should be taught and the order in which they should be taught.

   (b) To what extent are students taught how to learn, i.e., listening skills, note taking skills, etc.?

   (c) To what extent do parents voice their expectations for reading/communication arts to educators and students?

2. Structures: roles and procedures created to accomplish reading/communication arts goals.

   (a) What is the role of each educator in teaching reading/communication arts skills and concepts?

   (b) To what extent do teachers communicate with students, parents, administrators, and other teachers concerning reading/communication arts?

   (c) To what extent do educators record students' progress in reading/communication arts.

3. Actors: educators, students, and machines (audio-visual equipment, etc.)?

   (a) To what extent to educators and students meet the reading/communication arts goal?

   (b) To what extent do students and educators derive satisfaction from reading/communication arts?

   (c) To what extent are machines utilized in the reading/communication arts program?

4. Technologies: teaching strategies and materials.

   (a) To what extent are textbooks, learning packages, learning centers, etc. utilized in reading/communication arts?

   (b) How effective are the textbooks, learning packages, learning centers, etc.?

5. Environments: conditions within and outside the school which could affect goal accomplishment.

   (a) Do teachers have adequate facilities?

   (b) Is adequate time allotted for teaching reading/communication arts skills and concepts?

   (c) To what extent do teachers administrators, students and community work together in achieving the reading/communication arts goal?

   (d) To what extent does the community value education?

   (e) To what extent are students, educators, and parents willing to accept change?

Summary:

Needs assessment is not a magic formula to solve all our problems in reading/communication arts; nor is it a complicated monster which only colleges or businesses can utilize. People working together solve problems. However, before people can solve problems, they must agree on what a program should be accomplishing and then come to some consensus on that program's strengths and weaknesses. Needs assessment is one method for clarifying goals and identifying program strengths and weaknesses. Hopefully, we will be able to use needs assessment as a first step toward planning a better reading/communication arts program.

Letter Introducing the Needs Assessment
to Survey Groups

August 10, 1979

Dear:

A group of parents, students, and teachers is working with the Middle School principal to improve reading, writing, speaking, and listening skills among middle school students. As a part of this effort we want to get your opinions about how well Middle School students read, write, speak, and listen. We also want to find out what reading, writing, speaking, and listening skills you think students should master.

Your name was selected for this study at random from a list of all parents of Middle School children. A group of teachers and students will also be participating in the study.

If you choose to participate in this study, you will complete four surveys. The first survey will concern how important you think reading, writing, speaking, and listening skills are relative to other skills and concepts which students might be expected to master. The second survey will concern a comparison of what you think middle school students are able to accomplish with what you think they should be able to accomplish in regard to reading, writing, speaking, and listening. In the third survey you will evaluate the effectiveness of several factors which might affect reading, writing, speaking, and listening skills. In the fourth survey you will indicate what facts you know about middle school efforts to teach reading, writing, speaking, and listening skills.

All surveys will be coded so that we can compare results. However, no names will be used in any reports. The surveys will be sent approximately one week apart during September, 1979. At a later date you will receive a report of survey results and will be asked to express your opinions about the study.

Our only request is that if you choose to participate in the study, you will return all completed surveys. If you have any questions, please call the middle school office.

Please sign the attached form and return it to the middle school by Friday, August 31, 1979.

I will be able to participate in the needs assessment of middle school reading/communication arts.

I will not be able to participate in the needs assessment of middle school reading/communication arts.

_____ _____

Signature Date

First Likert Scale Survey

Dear Parents:

Thank you for agreeing to participate in the middle school study of reading, writing, speaking, and listening skills. The attached survey is the first of four surveys which you have agreed to complete. The items on this survey concern how much importance you place on reading, writing, speaking, and listening skills. Please complete the survey and return it to the middle school with your child by Friday, September 7, 1979.

If you have any questions, please call the middle school office.

Thank you for your cooperation.

Sincerely,

Community Council

A Needs Assessment
of
Reading/Communication Arts

GOAL VALIDATION

Directions: This survey concerns parents, students, and educators' opinions about the importance of reading, writing, speaking, and listening skills. Please read each statement carefully. Then circle the response which most nearly reflects your agreement or disagreement--strongly agree, agree, disagree, strongly disagree. Circle only one response for each statement.

Example: Students should be able to solve mathematical equations.

Strongly Agree (Agree) Disagree Strongly Disagree

1. One of the most important tasks of our middle school program is developing students' reading, writing, speaking, and listening skills.

   Strongly Agree Agree Disagree Strongly Disagree

2. It is more important for a student to read, write, speak, and listen effectively than it is for him/her to understand and accept himself as an important member of society.

   Strongly Agree Agree Disagree Strongly Disagree

3. It is more important for a student to read, write, speak, and listen effectively than it is for him/her to understand and accept persons of other societies, cultures, races, and ethnic groups.

   Strongly Agree Agree Disagree Strongly Disagree

4. It is more important for a student to read, write, speak, and listen effectively than it is for him/her to develop a positive attitude toward learning and school.

   Strongly Agree Agree Disagree Strongly Disagree

5. It is more important for a student to read, write, speak, and listen effectively than it is for him/her to become a responsible citizen.

   Strongly Agree Agree Disagree Strongly Disagree

6. It is more important for a student to read, write, speak, and listen effectively than it is for him/her to develop good physical, emotional, and mental health habits.

   Strongly Agree Agree Disagree Strongly Disagree

7. It is more important for a student to read, write, speak, and listen effectively than it is for him/her to develop an ability to form original ideas.

   Strongly Agree Agree Disagree Strongly Disagree

8. It is more important for a student to read, write, speak, and listen effectively than it is for him/her to understand the various occupations and careers in our society.

   Strongly Agree Agree Disagree Strongly Disagree

9. It is more important for a student to read, write, speak, and listen effectively than it is for him/her to know about accomplishments in art, science, sports, etc.

   Strongly Agree Agree Disagree Strongly Disagree

10. It is more important for a student to read, write, speak, and listen effectively than it is for him/her to be able to adjust to a changing world.

    Strongly Agree Agree Disagree Strongly Disagree

Discrepancy Analysis Survey

Dear Parents:

The attached survey is the second of four surveys which you have agreed to complete. Although it is rather lengthy, each item is important. Please take the time to complete all survey items, and return the survey to the middle school by Friday, September 14, 1979.

If you have returned the first survey, thank you. If you have not returned it, please do so as soon as possible. Your opinions are very important to us and to the success of this needs assessment.

Sincerely,

Community Council

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Program Evaluation

The purpose of this survey is to have you compare what you think Middle School students are able to accomplish with what you think they should be able to accomplish in regard to reading, writing, speaking, and listening. Please indicate in column 1 to what extent you think students are able to accomplish each skill listed in column 2. Please indicate in column 3 to what extent you think students should be able to accomplish each skill listed in column 2. Circle only one number in the left hand column and only one number in the right hand column.

4 = to a very great extent
3 = to a great extent
2 = to some extent
1 = to no extent

Example: Column 1 Most Students are able to:				Column 2		Column 3 Most Students should be able to:			
4	3	2	1	1. spell common words correctly		4	3	2	1

Column 1 Most Students are able to				Column 2		Most Students should be able to			
4	3	2	1	1. pronounce common words	2.	4	3	2	1
4	3	2	1	3. define common words	4.	4	3	2	1
4	3	2	1	5. spell common words correctly	6.	4	3	2	1
4	3	2	1	7. form plurals, possessives, and ing endings correctly	8	4	3	2	1
4	3	2	1	9. define common beginnings and endings of words (pre--ful)	10.	4	3	2	1
4	3	2	1	11. hyphenate words correctly	12.	4	3	2	1

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Most Students are able to:						Most Students should be able to:				
4	3	2	1	13.	alphabetize words	14.	4	3	2	1
4	3	2	1	15.	define a word by its use in a sentence	16.	4	3	2	1
4	3	2	1	17.	write common abbreviations correctly	18.	4	3	2	1
4	3	2	1	19.	use capital letters correctly	20.	4	3	2	1
4	3	2	1	21.	use a dictionary to define words	22.	4	3	2	1
4	3	2	1	23.	use a dictionary to determine pronunciation of new words	24.	4	3	2	1
4	3	2	1	25.	use guidewords in a glossary or dictionary	26.	4	3	2	1
4	3	2	1	27.	use a thesaurus	28.	4	3	2	1
4	3	2	1	29.	supply words with similar and opposite meanings	30.	4	3	2	1
4	3	2	1	31.	follow printed directions	32.	4	3	2	1
4	3	2	1	33.	follow oral directions	34.	4	3	2	1
4	3	2	1	35.	take notes from a lecture or discussion	36.	4	3	2	1
4	3	2	1	37.	maintain eye contact when listening to a speaker	38.	4	3	2	1
4	3	2	1	39.	sit still for extended oral presentations	40.	4	3	2	1
4	3	2	1	41.	recall main ideas from an oral discussion	42.	4	3	2	1
4	3	2	1	43.	skim a passage from a book, newspaper, etc.	44.	4	3	2	1
4	3	2	1	45.	read maps, charts, and tables	46.	4	3	2	1

Most Students are able to:							Most Students should be able to			
4	3	2	1	47.	explain meanings of pictures & cartoons	48.	4	3	2	1
4	3	2	1	49.	use the parts of a book (index, glossary, table of contents, etc.) to locate information	50.	4	3	2	1
4	3	2	1	51.	use a card catalogue to locate books in a library	52.	4	3	2	1
4	3	2	1	53.	draw conclusions from graphs and charts	54.	4	3	2	1
4	3	2	1	55.	identify propaganda statements	56.	4	3	2	1
4	3	2	1	57.	draw conclusions from factual information	58.	4	3	2	1
4	3	2	1	59.	explain implied meanings from factual information	60.	4	3	2	1
4	3	2	1	61.	use the Reader's Guide, encyclopedia, newspaper, etc. as resources	62.	4	3	2	1
4	3	2	1	63.	explain the differences among facts, inference, and judgment	64.	4	3	2	1
4	3	2	1	65.	distinguish between important and unimportant facts	66.	4	3	2	1
4	3	2	1	67.	write legibly	68.	4	3	2	1
4	3	2	1	69.	write a meaningful sentence	70.	4	3	2	1
4	3	2	1	71.	punctuate a sentence correctly using periods, commas, quotation marks, etc.	72.	4	3	2	1
4	3	2	1	73.	create a formal outline	74.	4	3	2	1
4	3	2	1	75.	locate the topic sentence of a paragraph	76.	4	3	2	1
4	3	2	1	77.	write a meaningful paragraph	78.	4	3	2	1
4	3	2	1	79.	organize ideas and information for a written report	80.	4	3	2	1
4	3	2	1	81.	write various types of paragraphs--descriptive, comparison-contrast, persuasive, etc.	82.	4	3	2	1

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Most Students are able to:							Most Students should be able to:			
4	3	2	1	83.	create a written report on a specific topic	84.	4	3	2	1
4	3	2	1	85.	apply grammar and usage rules in written work	86.	4	3	2	1
4	3	2	1	87.	proofread a report	88.	4	3	2	1
4	3	2	1	89.	write a friendly letter	90.	4	3	2	1
4	3	2	1	91.	write a business letter	92.	4	3	2	1
4	3	2	1	93.	write an original poem	94.	4	3	2	1
4	3	2	1	95.	write an original short story	96.	4	3	2	1
4	3	2	1	97.	participate in a small group discussion	98.	4	3	2	1
4	3	2	1	99.	lead a small group discussion	100.	4	3	2	1
4	3	2	1	101.	maintain eye contact when speaking to a small or large group	102.	4	3	2	1
4	3	2	1	103.	organize ideas for an oral report	104.	4	3	2	1
4	3	2	1	105.	make notes for a speech	106.	4	3	2	1
4	3	2	1	107.	project voice adequately in a speech	108.	4	3	2	1
4	3	2	1	109.	participate in formal debate	110.	4	3	2	1
4	3	2	1	111.	explain the main idea of a story	112.	4	3	2	1
4	3	2	1	113.	describe the setting of a story	114.	4	3	2	1
4	3	2	1	115.	describe the mood of a story	116.	4	3	2	1
4	3	2	1	117.	explain the plot of a story	118.	4	3	2	1
4	3	2	1	119.	keep events from a story in proper order	120.	4	3	2	1
4	3	2	1	121.	explain the theme of a story	122.	4	3	2	1

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Most Students are able to:							Most Students should be able to:			
4	3	2	1	123.	list the traits of a characture from a story	124.	4	3	2	1
4	3	2	1	125.	identify cause and effect from a story or news account	126.	4	3	2	1
4	3	2	1	127.	draw conclusions from a story or from factual information	128.	4	3	2	1
4	3	2	1	129.	distinguish between fact and fiction	130.	4	3	2	1
4	3	2	1	131.	distinguish between poetry and prose	132.	4	3	2	1
4	3	2	1	133.	explain irony from a story	134.	4	3	2	1
4	3	2	1	135.	recall characters and stories from myths and legends	136.	4	3	2	1
4	3	2	1	137.	identify the climax of a story	138.	4	3	2	1
4	3	2	1	139.	distinguish among various types of literature poetry, short story, novel, drama, nonfiction	140.	4	3	2	1

Second Likert Scale Survey

Dear Parents:

The attached survey is the third of four surveys which you have agreed to complete. Although it is rather lengthy, each item is important. Please take the time to complete all survey items, and return the survey to the middle school by Friday, September 21, 1979.

If you have returned the first survey, thank you. If you have not returned it, please do so as soon as possible. Your opinions are very important to us and to the success of this needs assessment.

Sincerely,

Community Council

Assessing the Total School Organization

Directions: This survey concerns parents, students, and educators' opinions about factors which might affect achievement of reading, writing, speaking, and listening skills in the Middle School. Please read each statement carefully. Then circle the response which most nearly reflects your agreement or disagreement with the statement--strongly agree, agree, disagree, strongly disagree. Circle only one response for each statement.

Example: Students hould read at least one novel per month.

Strongly Agree Agree Disagree Strongly Disagree

1. Reading, writing, speaking, and listening skills taught in the middle school reinforce and extend skills taught in previous grades.

   Strongly Agree Agree Disagree Strongly Disagree

2. Most teachers present reading, writing, speaking, and listening skills in a logical order throughout the school year.

   Strongly Agree Agree Disagree Strongly Disagree

3. Most middle school teachers are aware of the middle school goals.

   Strongly Agree Agree Disagree Strongly Disagree

4. Classroom teaching is based on the middle school goals.

   Strongly Agree Agree Disagree Strongly Disagree

5. Most students are aware that reading, writing, speaking, and listening skills are related to all subject areas.

   Strongly Agree Agree Disagree Strongly Disagree

6. Most students are aware that reading, writing, speaking, and listening skills are related from one school year to the next.

   Strongly Agree Agree Disagree Strongly Disagree

7. Most students are aware of middle school goals.

   Strongly Agree Agree Disagree Strongly Disagree

8. Most students believe that middle school goals are important.

   Strongly Agree Agree Disagree Strongly Disagree

9. Most parents are aware of middle school goals.

   Strongly Agree Agree Disagree Strongly Disagree

10. Most parents are supportive of middle school goals.

    Strongly Agree Agree Disagree Strongly Disagree

11. Most parents insist that their children complete homework assignments.

    Strongly Agree Agree Disagree Strongly Disagree

12. Parents should provide adequate reading materials for their children.

    Strongly Agree Agree Disagree Strongly Disagree

13. Most parents do provide adequate reading materials for their children.

    Strongly Agree Agree Disagree Strongly Agree

14. Most teachers are aware of what parents want their children to learn.

    Strongly Agree Agree Disagree Strongly Disagree

15. All teachers should emphasize reading, writing, speaking, and listening skills in their classrooms regardless of the subject being taught.

    Strongly Agree Agree Disagree Strongly Disagree

16. Most teachers do emphasize reading, writing, speaking, and listening skills in their classrooms regardless of the subject being taught.

    Strongly Agree Agree Disagree Strongly Disagree

17. Educators should have a voice in determining what middle school students should learn.

    Strongly Agree Agree Disagree Strongly Disagree

18. Educators do have a voice in determining what middle school students should learn.

    Strongly Agree Agree Disagree Strongly Disagree

19. Parents should have a voice in determining what middle school students should learn.

Strongly Agree Agree Disagree Strongly Disagree

20. Parents do have a voice in determining what middle school students should learn.

Strongly Agree Agree Disagree Strongly Disagree

21. Students should have a voice in determining what middle school students should learn.

Strongly Agree Agree Disagree Strongly Disagree

22. Students do have a voice in determining what middle school students should learn.

Strongly Agree Agree Disagree Strongly Disagree

23. Middle school teachers are overburdened with reports and other paperwork.

Strongly Agree Agree Disagree Strongly Disagree

24. Most middle school teachers are knowledgeable about what they teach.

Strongly Agree Agree Disagree Strongly Disagree

25. Most middle school teachers are knowledgeable about how children learn.

Strongly Agree Agree Disagree Strongly Disagree

26. Most middle school teachers perform their jobs well.

Strongly Agree Agree Disagree Strongly Disagree

27. Most middle school teachers are satisfied with their jobs.

Strongly Agree Agree Disagree Strongly Disagree

28. Most middle school students enjoy their classes.

Strongly Agree Agree Disagree Strongly Disagree

29. Most middle school students like their teachers.

Strongly Agree Agree Disagree Strongly Disagree

30. Most middle school students like their classmates.

Strongly Agree Agree Disagree Strongly Disagree

31. Most middle school students enjoy extra-curricular activities.

Strongly Agree Agree Disagree Strongly Disagree

32. Most middle school students like to read.

Strongly Agree Agree Disagree Strongly Disagree

33. Most middle school students like to write compositions and reports.

Strongly Agree Agree Disagree Strongly Disagree

34. Most middle school students like to write stories, plays, poems, etc.

Strongly Agree Agree Disagree Strongly Disagree

35. Most middle school students like to speak to a group.

Strongly Agree Agree Disagree Strongly Disagree

36. Most middle school students enjoy listening to another person speaking.

Strongly Agree Agree Disagree Strongly Disagree

37. Middle school students have an adequate number of textbooks.

Strongly Agree Agree Disagree Strongly Disagree

38. Most middle school textbooks are of a high quality.

Strongly Agree Agree Disagree Strongly Disagree

39. Middle school students have access to the library.

Strongly Agree Agree Disagree Strongly Disagree

40. The middle school/high school library has an adequate number of books, magazines, etc.

Strongly Agree Agree Disagree Strongly Disagree

41. The middle school has an adequate supply of films, filmstrips, projectors, etc.

Strongly Agree Agree Disagree Strongly Disagree

42. Most parents cooperate with middle school teachers regarding school matters.

Strongly Agree Agree Disagree Strongly Disagree

43. Most parents cooperate with their children regarding school matters.

Strongly Agree Agree Disagree Strongly Disagree

44. Most middle school students cooperate with teachers regarding school matters.

Strongly Agree Agree Disagree Strongly Disagree

45. Most middle school students cooperate with parents regarding school matters.

Strongly Agree Agree Disagree Strongly Disagree

46. Most middle school students cooperate with one another regarding school matters.

Strongly Agree Agree Disagree Strongly Disagree

47. Most middle school teachers cooperate with parents regarding school matters.

Strongly Agree Agree Disagree Strongly Disagree

48. Most middle school teachers cooperate with students regarding school matters.

Strongly Agree Agree Disagree Strongly Disagree

49. Most middle school teachers cooperate with one another regarding school matters.

50. Parents <u>should</u> provide quiet places for their children to study.

Strongly Agree Agree Disagree Strongly Disagree

51. Most parents <u>do</u> provide quiet places for their children to study.

Strongly Agree Agree Disagree Strongly Disagree

52. The middel school <u>should</u> provide quiet places for students to study.

Strongly Agree Agree Disagree Strongly Disagree

53. The middle school <u>does</u> provide quiet places for students to study.

Strongly Agree Agree Disagree Strongly Disagree

54. Middle school students <u>should</u> study in quiet areas.

Strongly Agree Agree Disagree Strongly Disagree

55. Most middle school students <u>do</u> study in quiet areas.

Strongly Agree Agree Disagree Strongly Disagree

Known Fact Survey

Dear Parents:

The attached survey is the last of four surveys which you have to complete. Please take the time to complete all survey items, and return the survey to the middle school by Friday, September 28, 1979.

If you have returned the third survey, thank you. If you have not returned it, please do so as soon as possible. Your opinions are very important to us and to the success of this needs assessment

Sincerely,

Community Council

Know Fact Questionnaire

Directions: The purpose of this survey is to determine how well informed parents, students, and educators are about reading/communication arts in the middle school. Please read each item carefully and decide which response correctly completes the statement. Then place an "x" on the line in front of the correct response.

Example: The middle school principal is:

___ a. Mrs. Jones
_X_ b. Mr. Johnson
___ c. Mr. Long
___ d. Mr. Zito

1. Objectives have been written for the reading program in

___ a. grades K-12
___ b. grades 6-12 only
___ c. grades K-8 only
___ d. none of the above*

2. Objectives have been written for student writing in

___ a. grades K-12
___ b. grades 6-12 only
___ c. grades K-8 only
___ d. none of the above*

3. Objectives have been written for speaking skills & concepts in

___ a. grades K-8
___ b. grades 6-12
___ c. grades K-12
___ d. none of the above*

4. Objectives have been written for listening skills in

___ a. grades K-8
___ b. grades 6-12
___ c. grades K-12
___ d. none of the above*

5. Meetings are held _____ to coordinate the teaching of reading, writing, speaking, and listening skills grades K-12:

   ____ a. one each month
   ____ b. twice each year
   ____ c. once each year
   ____ d. less than once in five years*

6. Middle school reading and English teachers are

   ____ a. required to assign homework every night
   ____ b. required to assign homework at least once each week
   ____ c. permitted to assign homework as they wish except on holidays*
   ____ d. not allowed to assign any homework

7. The middle school Community Council

   ____ a. will decide what reading, writing, speaking, and listening skills should be taught in the middle school
   ____ b. will advise the principal regarding the reading, writing, speaking, and listening skills to be taught in the middle school*
   ____ c. is only assisting the principal in distributing surveys regarding reading, writing, speaking, and listening skills
   ____ d. none of the above

8. Average reading comprehension scores on standardized tests are _____ in grades 6-8.

   ____ a. well above the national average
   ____ b. slightly above the national average*
   ____ c. equal to the national average
   ____ d. below the national average

9. Over the past five years average reading comprehension scores have _____ in grades 6-8.

_____ a. increased more than 30%
_____ b. increased approximately 10%*
_____ c. remained about the same
_____ d. decreased approximately 10%

10. Speaking activities in middle school do not include:

_____ a. formal debate*
_____ b. speaking before a classroom
_____ c. speaking to a small group
_____ d. classroom discussions

11. English teachers are responsible to send report cards:

_____ a. every 4 weeks
_____ b. every 6 weeks*
_____ c. every 9 weeks
_____ d. every 12 weeks

12. Reading and English teachers are required to maintain:

_____ a. an individualized program for each student
_____ b. state attendance registers
_____ c. records of every desciplinary incident in their classrooms
_____ d. written daily lessons plans*

13. _____ middle school reading and English teachers hold a Master's Degree.

_____ a. one*
_____ b. five
_____ c. all
_____ d. none

14. The McGuffey School District's reading supervisor is:

_____ a. Mrs. Allphin
_____ b. Mr. Durbin
_____ c. Mrs. Redefer*
_____ d. Mr. Zito

15. The McGuffey Middle School employes _____ reading teacher(s):

_____ a. 5
_____ b. 3*
_____ c. 1
_____ d. none

16. The McGuffey Middle School employs _____ reading aide(s):

_____ a. 5
_____ b. 3*
_____ c. 1
_____ d. none

17. Middle school English teachers use _____ in grammar:

_____ a. individualized learning packages or learning centers
_____ b. a basic textbook
_____ c. a multitext approach
_____ d. all of the above*

18. Reading classes meet _____ periods per week.

_____ a. two
_____ b. three
_____ c. five
_____ d. all of the above*

19. Most secondary English teachers participate in _____ college courses in teaching reading skills.

_____ a. 0
_____ b. 1-3*
_____ c. 4-6
_____ d. more than 6

20. Middle school English teachers _____:

_____ a. are never assigned study hall or lunch duty as are other teachers
_____ b. are assigned study hall or lunch duty*
_____ c. are assigned more study halls or lunch duty than are other teachers
_____ d. are frequently assigned both study hall and lunch duty

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